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ABSTRACT

This guidebook is one in the Target Topic Series developed to highlight issues and concerns related to effective community education operation. It is intended for the community educator and community education advisory council member who want to implement programs in their community. A pretest covers material discussed in the guidebook. This practical how-to guide stresses a philosophical approach in which programs are developed with major input from needs assessments and advisory councils. Purposes and benefits directly related to the philosophy of community education are then discussed. A section on planning community education programs covers getting program ideas, deciding what to offer, the importance of balanced programs, and making decisions. Suggestions are then made for implementing community education programs; topics considered are location, scheduling, financing, hiring instructors, selecting instructors, instructor inservice, and publicity. The next section suggests programs for special populations, special programs, and general interest programs. Evaluations is briefly addressed. A posttest repeats the pretest questions. A short list of resources is included. (YLB)

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TARGET TOPIC SERIES

MAKING IT HAPPEN

A GUIDEBOOK FOR

COMMUNITY EDUCATION PROGRAMMING

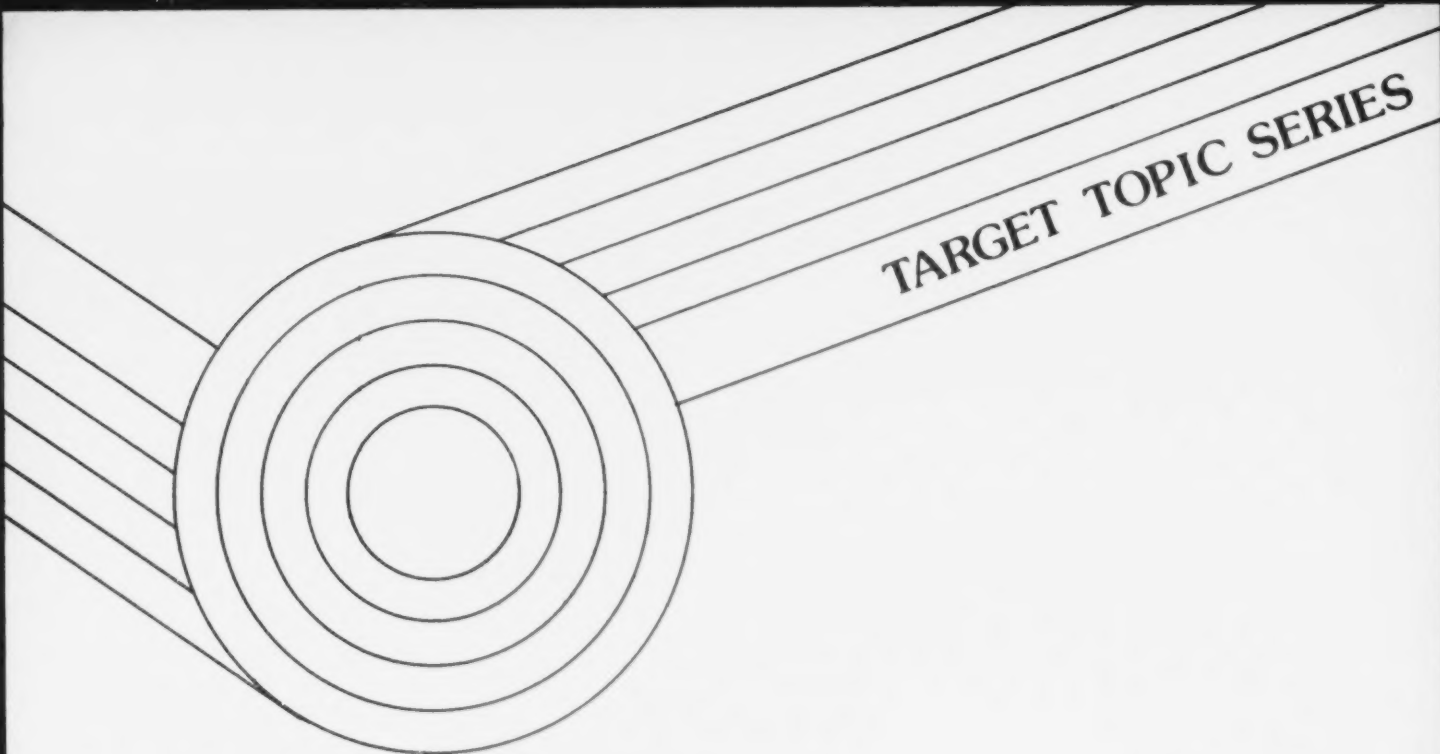
RUSSELL W. SPARKS

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TARGET TOPIC SERIES

THE TARGET TOPIC SERIES

The Target Topic Series is a set of guidebooks developed for community educators and Community Education advisory council members. The guidebooks discuss many topics related to effective Community Education operation: Council Skills, Community Assessment, Planning, Public Relations, Finance, Programming, Legal Questions, Staff Development, Community Involvement, Coordination and Cooperation, and Evaluation.

The Target Topic Series is designed to highlight the skills or the issues that relate to each subject; and presents an overview which should be of value to the reader.

The Series was developed in response to an identified need for materials to aid and enrich the Community Education process in the state of Minnesota, particularly for areas that do not have ready access to inservice opportunities. The materials are applicable to Community Education programs throughout the country and are available for national distribution.

The Target Topic Service is written by staff members of the Community Education Center at the College of St. Thomas and by Community Education professionals in Minnesota. The series is distributed by the Community Education Center at the College of St. Thomas.

The interpretations and conclusions contained in this publication represent the views of the author and not necessarily those of the Mott Foundation, its trustees, or officers.

FOREWORD

This guidebook is for the community educator and the Community Education advisory council member who want to implement programs in their community. It is intended as a practical, "how to" guide for the person who is ready to begin Community Education programming.

The Community Education programs are much more than classes for adults. They are devices used to meet the needs and desires of all community members, and this relationship will be discussed. This guidebook will stress a philosophical approach in which programs are developed with major input from needs assessments and advisory councils.

Making It Happen is written to help you understand that the process a community educator uses is as important as the product that is generated. The product, or program, is often what the community perceives Community Education to be. The community educator who uses a sound process to produce good programs will have the most effective Community Education Department. It is also written to provide you with suggestions and ideas for developing Community Education programs so that Community Education in your community can truly meet the needs of all the people.

NOTE: Often the total structure of Community Education is referred to as a program. However, individual classes, activities and services are also termed programs. In this guidebook, the word "program" has the latter meaning.

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INTRODUCTION

The programs in Community Education are the public image that is projected by Community Education. They are the most visible, most measurable aspect of Community Education. If they are done well, the public's perception of Community Education will be favorable. If they are not done well, the perception will be negative. The total picture of what Community Education is will be more readily understood in a community where its programs are perceived to be valuable, interesting and attuned to community needs.

Writers and teachers in Community Education stress the process of Community Education and warn readers and students that programs should not be emphasized at the expense of process. The warning is warranted because programs that emerge without benefit of community input--without adequate needs assessment and without suggestions and advice from the council--cannot rightfully be called Community Education programs. They may be programs in which community members participate but they are little different from commercially-sponsored programs.

Good programs are the result of the Community Education process. When the process works as it is intended, classes, services and activities result. This guidebook defines and explores effective process and also describes the programming aspect of Community Education.

WHAT DO YOU KNOW?

(The following questions cover the material which is discussed in this guidebook. We suggest you answer them before reading the text. Your answers will point out your present level of knowledge and will make you aware of areas to which you should pay particular attention.)

1. What is the relationship between the philosophy and process of Community Education and Community Education programs?
2. What are some good sources for programming ideas?
3. Why is developing a plan important in the goal setting process?
4. Why is balanced programming an important feature of the programming process?
5. Why is the advisory council a good source for providing balanced programming?
6. Why is it important to develop a scheme for determining if programs are balanced?
7. What are the determining factors in selecting program sites?
8. Why are written agreements important when using school or community facilities?
9. What is a community resource inventory?
10. Why is it important to have classes of varying lengths?
11. What factors should be considered in deciding what to offer?
12. What methods should be used to recruit instructors?
13. Why should you interview each potential instructor?
14. What topics should be included in an inservice training program?

15. What are the ways you can advertise your programs?
16. What should you consider when developing a brochure?
17. Why is the advisory council important in helping to publicize Community Education programs?
18. What factors determine the fee you charge for a Community Education program?
19. How can you facilitate cooperative programs?
20. What are some special populations whose programming needs should be met?
21. What kinds of evaluations should you conduct?

COMMUNITY EDUCATION PROGRAMS:

PHILOSOPHY AND PROCESS

Community Education is seen by most community members as a series of programs. Depending on the interest and involvement of a particular individual, Community Education programs can be described as programs for adult learners, programs for pre-schoolers, programs for school age children, programs for senior citizens or any other program which is known to the person being asked. Programs can also be defined according to content or subject matter--there are programs in the arts, enrichment programs, sports programs, academic programs, basic skill programs and so on. Indeed, there are as many definitions of Community Education programs as there are Community Education programs.

Our problem is not in how we define program; rather it is in understanding how programs fit into the Community Education philosophy and concept. Once we understand this relationship, we can also understand how programs can be defined or described in many different ways.

Community Education is an educational philosophy which views education as all those experiences which enrich the lives of individuals. This broad view of education moves education out of the confines of "schooling" and into the larger arena of the total community. The community is both the giver and the receiver in this broad educational venture. Resources in the community--knowledge, skills and talents of community members as well as community facilities and financial support--are utilized to provide enriching experiences for community members.

The philosophy of Community Education includes the belief that lifelong learning is important for all community members. Community Education programs should also provide the greatest quantity and quality of opportunities for the greatest number of community members. These opportunities should be the result of cooperative efforts between Community Education and the rest of the community. If programs are developed in accordance with the Community Education philosophy, it is most likely that they will meet the expressed and implied needs of individual community

members. They will encourage participation by a large number of residents and will enable many people to develop their mental, physical and emotional potential.

In order that a local Community Education program be consistent with the philosophy of Community Education, it must provide--under its own auspices or through cooperative efforts--a variety of social, educational, recreational, and cultural opportunities. These opportunities must be appropriate to the needs and wishes of persons in the community--pre-school children, elementary school and high school students, adults and senior citizens. The programs must be geared to serve both the most able and the least able. There must be programs of interest to persons of both sexes. And, in addition to a variety of programs of special interest to both sexes and all ages, there must be opportunities for family and intergenerational participation.

Community Education programs go beyond simply planning and implementing a classroom educational experience as a response to a community need. The community educator seeks the best, most efficient use of community resources and serves as a catalyst to meet people's needs.

THE PURPOSE OF

COMMUNITY EDUCATION PROGRAMS

Community Education programs have many purposes and provide many benefits. These purposes and benefits are directly related to the philosophy of Community Education.

Community Education programs enable the school to make better use of its facilities and to make school and community resources more accessible to the community.

Schools are tax-supported buildings paid for by community residents, many of whom have no children in the schools and who have little contact with the school system. Schools are ideal locations for a variety of activities and can be available for use nearly any time and day of the week. Since school buildings must be heated and maintained even when empty, there is little additional cost when they are occupied.

A well-balanced Community Education program can make the school buildings a focal point and gathering place for the entire community. When programs are developed to serve the interests of all segments of the community, then everyone in the community can benefit from "their" school--adults, school-age students, pre-schoolers, senior citizens, the handicapped and others.

Community Education programs can foster efficient and effective use of community facilities and resources.

Community Education can also encourage the use by the public of other community facilities by organizing and conducting programs in these facilities. When a Community Education course is offered in the local body shop or the public library, both the body shop and the library as well as the community are beneficiaries.

People often assume Community Education is only held in school buildings. Nothing could be further from the truth. Wherever needs exist and facilities exist, then that is where Community Education can and should occur.

Community Education programs can help promote a sense of community.

The people in the community play a large part in deciding which programs Community Education will organize and offer. Because they are involved in every step of the process from needs assessment through serving as council members to being class participants, they have a sense of pride and ownership about the programs of Community Education.

Community Education programs can develop leadership skills.

Community Education programs provide opportunities for individuals in the community to take a leadership role. Leadership skills can be developed or improved when individuals or groups serve as initiators or motivators for programs, when individuals or groups are given the responsibility for implementation of programs, and when they are given the opportunity to learn leadership skills through course offerings.

Community Education programs can provide employment and volunteer opportunities for community members.

There are many employment needs that Community Education programs can satisfy including providing positions as coordinators of certain program areas, providing instructors with supplemental income, and providing credible job experience for people who are re-entering the job market, entering it for the first time, or changing careers.

Community Education programs can also provide many volunteer opportunities. They allow talented and skilled people an outlet to share their creativity and knowledge and, as a result, to provide additional benefits to the community.

Community Education programs provide opportunities for community members to develop new talents or skills.

Often this may be the primary focus of the Community Education program, and the one most community members perceive to be "Community Education" in its entirety. It is especially important that this need be met. In

most school districts there are now more adults involved in the process of education as learners than there are school-aged children in the K-12 school system.

Community Education programs provide opportunities for cooperation between the school (through the Community Education Department) and community organizations, businesses, and area professionals.

Area professionals and members of community businesses and organizations have untapped skills that could be shared through Community Education. By providing Community Education programs they can gain visibility while enlarging the scope of the programs and enhancing the quality of the programs. Doctors, lawyers, bank personnel, owners of small businesses, Chamber of Commerce members, and many others have the ability and willingness to meet community needs through Community Education programs.

Community Education programs improve the public perception and awareness of the effectiveness of the public school system.

Community members often have an inaccurate perception of the schools unless they are personally involved in education. Approximately 70 percent of the households in most communities do not have school-aged children. Community Education programs can provide the only contact with the schools that many of these taxpayers have. Any positive contact with the public school system will, at minimum, increase a person's awareness, and at best, it may motivate a community resident to become a supporter of both the Community Education Department and the public school system.

Community Education provides educational, recreational, cultural and social enrichment for all segments of the community.

The Community Education program serves all members of the community including the young and the old, the able and the disabled, both sexes and all races. Community Education offers many opportunities for community members. It can provide opportunities for vocational and academic learning, opportunities to learn creative uses of leisure time, and opportunities to learn new skills and improve existing ones.

Community Education programs provide solutions to identified community problems.

Once the process of identifying community problems is in place, the community educator and advisory council can be responsive in meeting the identified needs. They provide the leadership for alleviating these problems through programming. Councils and community educators must be aware of the community's unmet needs, the community's needs that are being met, the resources used, and the resources that are being unused or underused. They are then able to mobilize the resources to satisfy a need.

PLANNING COMMUNITY EDUCATION

PROGRAMS

Programs that are consistent with the philosophy and the purposes of Community Education don't just happen. Like other endeavors, the development of Community Education programs requires sound systematic planning. This planning needs to take place on two levels: overall planning to decide what programs (classes, activities, services) should be offered through Community Education; and specific planning within program areas to determine how programs should be implemented.

Because planning is a circular process, we can for discussion purposes start at any point in the cycle. An overall plan for Community Education programs for the next year might logically begin with the evaluation of the previous year's programs. Looking at past programs will allow the community educator and the council to see which programs were successful and which did not meet the needs of the participants.

From this starting point, the next step in the process of planning is to determine the interests and needs of all segments of the community. Formal needs assessments as well as a variety of informal methods should be used to elicit information about needs and interests as well as to collect suggestions for specific classes and activities.

The formal stage of level one planning occurs when the council and the community educator match needs and interests. When the decision has been made about which programs to offer, the second level of planning begins. This level includes plans for implementing the specific programs and addresses questions of when and where to offer programs, how to hire and train staff, how to publicize, and how to evaluate.

How to Get Program Ideas

It is relatively easy to get more program ideas than a Community Education Department can ever use. Sometimes a program will fall into your lap. Sometimes a random conversation will lead to a new program idea and/or potential instructor. Local agencies may be willing, even eager to provide ideas and to co-sponsor an activity. The temptation to provide programs that are suggested solely on this basis should be avoided. While it may appear that a full complement of Community Education offerings exists, we should recognize that this method may result in an over-abundance of programs and classes for one group and a scarcity of programs for another.

Certainly good program ideas can come about by chance. However if we are committed to the concept of balanced programming and to the use of a formal planning process in creating programs, we need to use a variety of methods for determining the programs to be offered through Community Education.

Two critical sources of information that should be used in program planning are the advisory council members and needs assessments of the entire community. In addition to these sources, several other suggestions for obtaining program ideas are included below.

The Advisory Council

A major function of the Community Education Advisory Council is to be a liaison between the community and the Community Education Department. Council members have the capability and the responsibility of communicating with other community members and of bringing the expressed needs of the community to the council. Since councils represent local government, social agencies, service clubs, park and recreation programs, business and industry, other public and private agencies and concerned citizens, a diversity of ideas should be available from council members.

In addition to being a source of program ideas, the council should also play a direct role in the program planning process. Developing and analyzing needs assessment information, having formal or informal contact with the Community Education constituency, and providing information about cooperative or shared program opportunities, are some of the ways advisory council members are vital to the program planning process.

Needs Assessment

A needs assessment is a systematic method of obtaining community-wide input about needs, concerns, and interests. Needs assessment is a continuous process which can range from informal conversations with community members to a formal comprehensive survey or interview.

A needs assessment is sometimes confused with an interest inventory. An interest inventory can be either a list of course offerings or open-ended questions which ask people to state their preferences or ideas for courses. An effective needs assessment should go beyond an interest inventory and should elicit the educational, recreational, cultural, and social wants and needs of community members.

The implementation of programs does not end the needs assessment process. The needs of the community are continually changing. Needs assessments should be done on a regular basis. (Information on developing and using needs assessment instruments can be found in the Target Topic Guidebook, Knowing Your Community, A Guidebook for Community Assessment, by Martha L. Stanley, Community Education Center, College of St. Thomas.)

Current Program Evaluations

Another method for generating new program ideas is to conduct an evaluation of current programs. In addition to evaluating the current program or course, the participants can be asked two questions that can be helpful in determining future programs: 1) Do you have any suggestions for improving the activity in which you are enrolled? and, 2) What activities would you like to see offered through Community Education?

Suggestions for improving classes or activities can lead to the restructuring of a program or course. Also a new program or course may need to be added to complement the existing one. Current participants can provide excellent ideas for programs.

K-12 System

Each school district has a gold mine in talents and ideas that can be used in Community Education. Developing good relationships with the district staff

can result in programs and classes which are mutually beneficial. The K-12 teachers and other staff people are able to offer suggestions for classes and programs which will round out the educational experiences of their students. They also have many good ideas for general programs because they have knowledge of community problems and interests through their day-to-day working with students and their parents.

Other ideas for Community Education programs can come from the school district staff. They not only are able to provide programs in their professional area; they can share their special avocations and interests in Community Education class offerings.

Knowledge and Intuition of Community Education Staff

The community educator is in an especially good position to understand the needs of the community and this knowledge is invaluable in developing Community Education programs. The community educator has access to current information in the field of Community Education, is aware of what Community Education departments in other communities are doing, has access to and can analyze the census data for the community, knows what current trends are portrayed in the media; is able to analyze current studies being done by others, and is aware of the resources available in the community.

Also, many community educators have a sense of what the implied needs of the community might be. Using the knowledge they have acquired, they can produce some excellent program ideas even in those instances when community input is minimal. This ability is especially crucial when creating programs for those segments of the community that are unable to make known their needs through other methods. Mentally retarded adults and refugees are examples of community groups who may require extraordinary methods of contact or who may have special programming needs. The community educator must take the initiative in contacting these and other hard to reach people in the community.

Businesses, Agencies, and Organizations

Community agencies, service organizations and community businesses, because of their position in the community, can be both a source of ideas and a resource to help meet community needs. The community educator and the advisory council should maintain direct contact with these community resources.

Social service agencies, service clubs, governmental agencies and businesses are often aware of problems and

needs that are not generally visible in the community. They are excellent sources of information for program ideas in the areas of literacy, job skills, family, early childhood, the handicapped and many others.

The special areas of interest of these groups plus the individual talents found in these groups also can provide many good program ideas. Classes and programs can be developed on legal issues, tax concerns, investment ideas, parenting and so on using the skills of these special focus groups and individuals.

Other Community Education Programs

Good ideas for classes and programs can be found in the Community Education brochures of other districts. These brochures will point out trends, popular programs and innovative ideas. The community educator can also gather many program ideas through personal contact--phone, conversations at conferences, and meetings within a geographical area.

Other Methods

There are several other ways in which program ideas can be generated. The community educator should take care not to implement programs solely on these ideas but should view them as a starting point for the process of turning ideas into programs.

Perennial participants are a good source of ideas. All community educators discover people who always show up whenever new programs or courses are offered. These participants are often trend setters and a good source of new ideas. The community educator should be attuned to the feedback these participants give.

Many community educators use the telephone directory as an idea book. In addition to the plethora of resources that are listed, phone books also can suggest ideas for people and organizations that could provide expertise that might be of interest to the community.

Community Education can often include a solicitation for program ideas in the district promotional materials. The school district media resources such as brochures, needs assessments, the school newspaper, the school newsletter, school announcements, district publications disseminated to community residents, poster contests, and class projects can be resources for getting ideas.

Other media resources in the community can also be used for soliciting program suggestions. Local tele-

vision, cable television or radio stations could be used to get ideas from the community. Awareness and understanding of Community Education by the community will result in more and better programming ideas from the community.

Often courses can be designed to relate specifically to one of the four seasons or one of the numerous holidays or other significant days (Arbor Day, Mother's Day, Father's Day) that occur during the period that the courses are offered. Successful programs often take advantage of the time of year that participants are likely to be interested in a particular course.

The suggestions for getting program ideas included above are quite thorough, however many other ways for getting program ideas exist. Councils and community educators should constantly be on the alert both for needs for which there are no programs and for programs that might be of interest or which might serve certain needs.

When the program ideas have been collected and when the time has arrived to plan the year's program and/or the programs for a particular quarter or session, the council and the community educator then face the task of determining which of the suggestions should be implemented as classes or programs.

How to Decide What to Offer

The decision about which programs to offer may seem overwhelming at this point. As a result of a community-wide, thorough investigation there will probably be lists of suggestions. These suggestions will include:

- * problems and needs
- * successful programs from previous years
- * expressed interests
- * ideas from other Community Education programs
- * offers for classes from potential instructors
- * intuitive guesses

The council and the community educator then have the difficult task of setting program priorities. Once the needs have been placed into priority order, the council should look at each and determine what, if anything, Community Education can do about them. In some instances there will be nothing that Community Education can do, so the council should refer that need to an appropriate resource and move on to the next priority.

One other principle should be kept in mind during this program selection process. The principle to be remembered is to provide a balanced program that serves all segments of the community. Councils and community educators should always be careful that the program focus doesn't become too narrow in meeting the needs of only part of the community.

The Importance of Balanced Programs

Community Education should be devoted to meeting the needs and interests of all members of the community. While Community Education itself does not have the sole responsibility of providing everything for everyone, it should feel the responsibility of seeing that the varied needs and interests of all segments of the community are provided for by some agency or group within the community. This occurs when the principle of "balanced" programming is followed. A balanced program is one in which general categories of programs--cultural, literacy, enrichment and so on--are made available to both sexes and to all age groups. The balanced program concept allows Community Education to be the initiator of certain programs (first-order programming) and a responder to the lack of programs in a special category or for a particular segment of the community (second-order programming).

The balanced program idea can be easily overlooked unless the council and the community educator believe that Community Education has the responsibility of providing a broad range of programs for all age groups. Without the acceptance of the balanced program concept, councils and community educators might complacently congratulate themselves on the number of people served by their program without realizing that they are only providing for middle-class adults.

Broad program areas and some of their components are included in the following list. The list for each community will vary somewhat.

EDUCATION

- Adult Basic Education (ABE)
- General Educational Development (GED)
- Vocational Development
- Arts and Crafts
- General Interest

- Parent Education

- Early Childhood Education

RECREATION

- Aquatics

- Sports

- Hobbies

CULTURAL

- Theatre

- Art

- Music

SOCIAL

- Community Activities

- Tours

The community educator and the advisory council need to examine the community to determine what programs are currently being offered and what populations are benefiting from these programs. It is relatively easy to assess the effectiveness of existing programs in meeting needs. It is another matter to assess unmet needs. The community educator and the council should know what needs are being met, what unmet needs could be met by existing resources, where services could be developed or jointly sponsored to meet community needs, and where gaps exist that could be met only by creating and providing a program.

The balanced programming checklist immediately following this discussion (page 20) may help you visualize where needs are being met and where there are needs to be met. In the columns, community members are listed by age category--pre-school, school-age (K-6 and 7-12), adults and senior citizens. This is a suggested way to list community members. Your own list should be based on the unique characteristics of your community. The rows, likewise, are suggested categories of programs. The

techniques in the next section, "How to Get Ideas for Programs" may help you develop other categories specific to your community.

In the sample checklist, a square is blocked out where there is a program in the community that meets a need of a particular group. An "NA" indicates that a program in this category is not appropriate for this group. Gaps, as in this example, show where there may be needs or interests but there are no current programs to meet them. For instance, this sample checklist indicates that there are no art activities for senior citizens. It also indicates that there are few pre-school activities.

This checklist is meant to be general enough in nature to be used by a variety of communities. Some community educators and councils may want to be more specific in both the types of programs and community groups they list.

One note of caution should be mentioned. This checklist is meant to be a starting point for the community educator. A box that is checked indicates that a program exists in that category for that group. It does not indicate that all the needs for that group in that category are being met.

Balanced programming is an important concept. The community educator and the council should spend some time and effort to determine its extent. For a Community Education Department to achieve maximum participation from the community, programs must be provided that include all interested community members.

TYPE OF PROGRAM	COMMUNITY GROUP	Pre-School	K - 6	7 - 12	Adults	Senior Citizens
EDUCATION						
Adult Basic (ABE)	NA	NA	NA			
Gen. Ed. Dev. (GED)	NA	NA	NA			
Vocational						
Arts and Crafts						
General Interest						
Parent Education	NA	NA	NA			
Early Childhood						
RECREATIONAL						
Aquatics						
Sports						
Hobbies						
Cultural						
Theatre						
Music						
Art						
SOCIAL						
Community Activities						
Tours						

Making the Decisions

As mentioned, you will probably have at your disposal more information and ideas than you will be able to use. There are several considerations to bear in mind when determining what programs to offer. The questions you should ask yourself are:

- Is the potential program being offered currently?
- Is it the obvious responsibility of another agency or program within the district?
- Does it meet a need (whether acknowledged or not)?
- Does it answer a direct program request by a community member?
- Does it answer a request to teach by a potential instructor?
- Is the chance of success good (this may mean can it be profitable, will the community be interested or does it meet a need)?
- Are there other agencies, organizations or people who are willing to cooperate in providing a program?

When your advisory council is setting the Community Education program priorities make sure that these questions (or an appropriate list of your own) is used. Make sure that the programming decisions made by you and your advisory council are consistent with the long range plans that have previously been developed. The question "Is it compatible with the purpose of the organization?" should be answered when setting program priorities.

The community educator who uses a set of criteria to determine programming will avoid the trial and error approach. Furthermore, the programs will more fully meet the community needs and more efficiently use financial resources.

IMPLEMENTING COMMUNITY EDUCATION

PROGRAMS

After plans have been developed, needs have been assessed and programming decisions have been made, then the steps needed to implement programs can begin. This section will give information that will enable the community educator to implement the programming part of Community Education. The topics in this section include: where and when to offer programs, how to finance programs and set fees, how to recruit and train instructors and how to publicize programs.

The community educator who offers quality programs that meet the needs and interests of the community, that are conveniently located and are offered at appropriate times, and which are reasonably priced will have well-attended programs. Although each community is unique, the suggestions contained in this section have application in a wide variety of settings. The beginning and experienced programmer should find the information useful.

Where to Offer Programs

Each community has a variety of sites where Community Education programs can be offered. School buildings and school property are the most obvious resources available; there are, however, other resources and facilities available in the community. It is important for the community educator to know what facilities and resources are available, to know what should be considered when making site selections and to know how to arrange the use of various sites.

Finding Available Community Sites

Public school buildings provide most of the space that is used in most school districts for Community Education. Not only is standard classroom space available, special purpose rooms such as the home economics and shop

rooms can be used for appropriate youth and adult classes. The auditoriums and lunch rooms are often used for general meetings and theatre activities. The gyms, swimming pools and outdoor recreational facilities are also used for a variety of programs. In fact, a good Community Education program makes as full use of the public school as demand and feasibility allow.

At times facilities other than the public schools may better fulfill the needs of the participants or may better fit the nature of the class. While each community has different facilities available, the list below may suggest some additional program sites.

- * City Hall
- * Public Library
- * Other Municipal Buildings (Police & Fire Stations, Public Works Buildings, Community Centers)
- * Churches & Synagogues
- * Banks
- * Park & Recreation Facilities
- * Swimming Pools
- * Group Homes, Board & Care Facilities
- * Senior Citizen Residences & Nursing Homes
- * Colleges, Private Schools, Parochial Schools, Area Vocational Technical Institutes
- * Social Service Agencies
- * Hospitals
- * Local Businesses (Roller Skating Rink, Auto Repair, Beauty Salon)
- * Restaurants (Special Meeting Rooms)
- * Ice Arenas
- * Private Homes

Once you have developed an exhaustive list of community (including school) sites you may wish to construct an inventory like the one on the following page. The purpose for such an inventory is to graphically illustrate the kinds of facilities, the location, the type and number of program sites available, cost, and whatever information you may deem appropriate. In addition, it can be used as an aid in determining the best location for a particular program. The example given shows the number of classrooms, which ones are accessible, when certain sites are available, etc. Such an inventory could contain whatever information is pertinent to the program needs. Since each community is different, a facility inventory such as this provides a start in finding available community resources.

COMMUNITY RESOURCE INVENTORY

COMMUNITY RESOURCES	KIND OF FACILITY	CLASSROOMS	GYMN.	AUDITORIUM	SWIMMING POOL	BALL FIELD	MEETING ROOM	KITCHEN	ASSESS- IBILITY
ELEMENTARY SCHOOLS		26	7-10 Tues & Wed						yes
HIGH SCHOOLS		51	7-9 Mon & Thurs					2	ues
CITY HALL					1		2		yes
PUBLIC LIBRARY		1					1		no
OTHER MUNICIPAL					1				some
CHURCH SYNAGOGUES			1 small gym				5		yes
BANKS							2		no
PARK & RECREATION						6			yes
SENIOR CITIZEN RESIDENCES		1					2		yes
HIGHER EDUCATION		6					4		no
SOCIAL SERVICE AGENCIES		2					4		yes
HOSPITALS		1					1		Yes
LOCAL BUSINESS		1					2		no
ICE ARENAS									no
PRIVATE HOMES									no

Site Selection

Several criteria should be considered when making a site selection. They are:

● Is it an appropriate site?

This may seem an obvious criterion but at times it is an overlooked one. Classes for adults should not be held in an elementary school if there is not enough furniture of adequate size. A basketball league would not want to locate in a small (less than regulation size) gymnasium.

The type of activity should also be appropriate for the site. A wine tasting class may be inappropriate for a school classroom.

● Is it convenient?

Where are the potential participants coming from? Is transportation available? If the participants are not likely to have their own transportation, is the program located near public transportation? A child development class might be more conveniently located near the mobile home park where the young couples live than in the inner city with a higher senior citizen population. The most important consideration is whether the location meets the needs of the program, the instructor, and the participants.

● Is it available?

Most organizations which rent space to the public have established user priorities. It is important to know where Community Education stands on the priority list. After a rental agreement has been signed, can a user with a higher priority take that site away from you? For example, you have rented the ice arena for a December 15 "Skate with Santa" program and, the hockey team has agreed to practice on an outdoor rink. The publicity is out, everything seems to be set and then there is a sudden thaw. Can you be bumped? Knowing and preparing for this eventuality can save a lot of headaches.

● Is it affordable?

The question is really two-fold. First, is the cost of the appropriate facility low enough to keep the class cost-effective? If the facility is too expensive, try to negotiate a lower rate. Second, if you cannot get a facility at a reasonable cost, look for a co-sponsor. A co-sponsor might have an available site as their part of the partnership, and you could pay for and provide for the instruction. A co-sponsor may also be able to share the cost of conducting a program even if they do not have an appropriate facility.

● Is it accessible?

Programs where senior citizens, those with ambulatory problems and those confined to wheelchairs are likely to attend should be located in appropriate facilities.

The following factors should be considered:

- Are the interior and exterior doors wide enough to accomodate wheelchairs?
- Does the building have handicapped parking spaces or a sloped curb if there is on-street parking?
- If there are exterior steps to the building, are there also ramps?
- Are there ramps or elevators in the building for programs located above or below the main floor? Do they have Braille lettering?
- Are the rest room facilities barrier free?
- Are there water fountains at a level to accomodate wheelchair occupants?
- Are public telephones positioned so that they can be used from a wheelchair?
- Are seeing-eye dogs allowed in the building?

Agreements on Community Facility Use

Before using community facilities, written agreements should be made with the space providers. These agreements should include rental charges, if any; liability

regarding physical damages to property, equipment or personal injury; limitations on the use of space, equipment and supplies; clearly defined personnel responsibilities; and, conditions under which the contract is terminated. Many of the same considerations that apply to the use of schools, apply here, as well. Good communication with space providers is essential to ensure that there are no scheduling conflicts and that all program needs are taken into account before the program begins.

In some communities there are joint power agreements between the school district and other governmental units. These agreements allow for shared use of facilities or for an exchange of a service for use of a facility. Many Community Education programs are run in these facilities. Examples include the use of city-owned recreation centers, swimming pools and parks.

Arranging for School Facility Use

Schools are public buildings that belong to the community. School Boards set guidelines for the community use of school facilities. The primary function of school facilities is the education of the youth of the community. School boards will generally set guidelines that will allow groups or organizations to use school facilities only when they do not interfere with regular school classes, programs or school-sponsored activities.

It is important to develop written agreements for use of school facilities. These agreements should include scheduling procedures, limitations on the use of facilities, rules about equipment and supplies, policies for dealing with equipment breakage and room clean-up, plans for handling violations of school rules and facility use charges. The responsibilities of the school administration, custodians, and Community Education staff should be determined. A clearly written agreement will help to avoid misunderstandings and any possible conflict with district policies.

If permits are required to use facilities, clearly identify who is responsible for initiating them. The amount of time needed to process a permit request is also crucial in scheduling facilities. Depending upon the size of the district and the nature of the policies, permit requests may be processed in minutes or take more than a week.

Space needs, equipment needs and available hours should be discussed with school administrators before the start of the programs. This will permit the coordination of scheduling and equipment availability, and may avoid last minute problems. Good communication with the

other occupants of the building is essential for the smooth functioning of Community Education programs.

School principals are responsible for their facilities. A good working relationship with them is mandatory. It is also important to establish a positive relationship with the K-12 teachers. The Community Educator needs to be aware of their concerns, of where programs may over-lap other scheduled programs, and of how Community Education programs can be supportive of the K-12 program. When a Community Education class is using a room that is otherwise occupied by a K-12 teacher it is especially important to maintain a good relationship with that teacher. Potential problems can be avoided or minimized if a good working relationship has been established. Lines of communication should also be established with the building custodians. They need to be assured that the Community Education department will be prepared to provide adequate supervision and will assume responsibility for the equipment and facilities used. Work schedules can be planned so that there will be a sufficient number of custodians on duty at appropriate times.

Good communication is an ongoing process. It provides for an exchange of information and the correcting of problems before they become serious. Community Education programs can function very well in school facilities if needs are openly and honestly expressed, if the needs and concerns of school principals and their staffs are considered, and if there is mutual respect developed for each others programs.

Scheduling

Community Education class offerings are usually organized on a quarterly basis. This makes sense for three reasons: Community Education classes will then more closely follow the school schedule; classes can conveniently follow the seasons and be scheduled when people are interested in them; and there is both a discrete start and end to the programs.

When setting up a quarterly program schedule, consideration should be given to:

- Offering programs of varying lengths of time
- Making use of available days
- Providing a variety of locations

Courses should be planned for a variety of time periods. Some classes by their content will dictate their length. Many programs are continuing offerings and will usually run for the whole quarter. Some classes, a foreign language for example, will also run for the entire quarter. A class need not run for the entire quarter, however. Courses of two, three or five weeks will add balance to your program and many, by nature of their content, will fit into the shorter time-frame. For example, stress management may be handled in four weeks, and making and decorating gingerbread houses may take two sessions.

One-session classes are becoming increasingly popular for several reasons. First, they require only a minimal time commitment by the participant. Second, they are relatively inexpensive. Third, a person can take several one-session courses within a quarter, thus gaining new knowledge about several topics.

As many of the days of the week as possible should be used in scheduling courses and programs. This will allow community members to have more options when selecting activities and will help avoid overcrowding facilities. Some districts avoid programming on "church nights". If the churches in your community hold services on one particular night, Community Education programs held on that night might be viewed as competing with religion. Weekends are excellent times for Community Education programs. Family activities such as tours, special events or some courses are particularly appropriate for weekend programming. Saturday appeals to many working people who are just too tired to go out in the evening once they are home.

Financing

Program fees are generally about one-fourth to one-third of the Community Education budget. It is often the only revenue-generating program in a school district, and it is expected to at least break even. Some courses will show a profit. Excess money can be used to subsidize new projects or to enlarge current programs.

When setting program fees the following costs should be taken into account:

- Instructor salary

- Administrative costs
- Room use charge (this may include a basic room use fee, custodial fees and/or utilities)
- Brochure and/or other publicity costs
- Equipment rental

Of these, the largest program cost will usually be instructor's salary. Instructor salaries can be set in one of several ways.

- An hourly pay rate is probably the most common method of payment. Most districts have a salary scale that allows lower payment for first time instructors and raises at set intervals based primarily on number of courses or quarters taught
- Some districts pay a flat fee for the instructor's services
- Instructors may contract to be paid according to enrollment, for example, \$5.00 for each student who enrolls
- Some districts pay instructors a percent of the class fees, for example, the instructor may contract to receive 70 percent (more or less) of the fees collected for the class.

There are additional instructor costs that Community Education may or may not wish to assume. One concerns instructor preparation time. Some Community Education Departments pay instructors for preparation time over and above the regular salary. One quarter hour of preparation time for every hour taught is a standard practice. Another is mileage. Some departments will pay mileage especially if an instructor is coming a long distance.

In addition to instructor salaries, a portion of the other costs mentioned above should be included in program fees. A break-even cost can then be determined. A participant fee can be determined by dividing the program costs by a minimum number of program participants. A decision can then be made as to whether or not the proposed program fee is reasonable. The advisory council can be very helpful in determining the fee structure because of their close contact with the community.

Occasionally, the decision will be made to offer a course that will not break even. This is done because:

- There is a real need for the course that would otherwise be unmet
- The instructor is willing to accept the amount collected rather than the regular salary
- It has never been offered before and it is expected that the activity will become a standard when the word gets around
- The instructor has never taught before and he/she feels that a smaller class size will provide a "practice" opportunity
- Inadequate publicity has been given to the program, but it is an important one to those who will participate
- Circumstances have arisen since the cost was calculated that will prohibit its breaking even (additional, unexpected supplies will be needed, etc.)

Hiring Instructors

The best recruitment tool is a good and varied program with interesting and meaningful opportunities for teachers. There is a direct relationship between the visibility of Community Education programs and the ease with which instructors are recruited. With a visible Community Education program, many potential instructors will contact you. However, some recruiting is necessary, even for the most visible program. Below are some suggestions for recruiting instructors and other program personnel.

- Have a year-round recruitment plan. The most fruitful times for recruiting instructors are the fall and the first of the year. Because it is likely that many of the programs are starting then, it will be a good time for recruiting. However, don't limit yourself to these times alone, keep recruiting all year long.

- Use a variety of techniques and resources. The program brochure and other printed material (needs assessments, evaluation forms etc.) are excellent approaches to use. Person-to-person contact, speeches, displays, newspaper articles, public service announcements on radio and TV, and open houses are some other useful opportunities for recruitment. The advisory council is another very useful recruitment resource.
- Do both specific and general recruiting. A recruitment campaign may make many useful resources apparent. These resources and talents become useful to the community only when they are known. Most of the time, however, recruiting will be done with a specific need in mind. Under this circumstance, it is important to target recruitment efforts to the appropriate audience.
- Look for instructors in other Community Education programs. Someone who is teaching a course that you would like to offer may have the time to teach in both your program and the neighboring Community Education programs.

When recruiting instructors it is important to balance program needs with instructor needs. Among instructor needs that Community Education can meet are:

- * A desire to gain visibility, recognition, and status
- * A need to be a part of community activities
- * An interest in learning new skills
- * A desire to utilize a special knowledge and/or skill
- * A desire to help others
- * A need to feel useful and needed
- * Money (though this is seldom a primary consideration)

Community educators should develop a resource file of all current and potential instructors listing their name, telephone number(s), address, time preference (day of the week, time of the day, time of the year) and areas of instruction. Keep this file as current as possible, cross reference it by name of potential instructor and

subject(s) taught. It will be an invaluable tool in searching for instructors for programs.

Selecting Instructors

Finding potential instructors is easier than selecting the proper instructor for the class. Good instructors are essential because they are the direct link to the participants in the programs. Instructors who are able to provide the participants with a positive learning experience will encourage continued active participation in your programs.

You owe it to your potential instructors to conduct a thorough and effective interview. No applicant, whether paid or volunteer, wants to be judged for a position without a face-to-face discussion. By not conducting an interview you are in effect saying "We know our needs, but we don't know or care what you want or how good you are."

A careful interview should provide for an exchange of information. Good interviewing techniques can be developed through practice. Perhaps the most important skill is the ability to motivate people to talk about their skills and interests.

During the interview specific information about the program should be discussed--an outline or brief description of the course content, day of the week the class is to be held, number of hours per class session, number of weeks the class is to run, rate of pay, benefits, class size requirements, responsibility of the instructor, school and program regulations, equipment needs, contract information and any other pertinent items you want to include. Make sure that the terms under which the potential instructor will be hired are clearly understood.

A written agreement should be signed by the community educator and the instructor. This agreement should include all of the items discussed in the interview that relate to the specific program in which the instructor will teach. A copy of the written agreement should be given to the instructor and a copy should be kept on file.

For some Community Education departments it may not be feasible for the community educator to interview every potential instructor. Advisory council members could be used to relieve the community educator of some of the interviewing responsibility. For a more complete

discussion of recruiting and hiring instructors consult the Target Topic, Guiding the Program Staff: A Guidebook for Working with Community Education Program Personnel by Sherrill Sparks.

Instructor Inservice

A program in Community Education is only as good as the teacher. Teacher training is essential to ensure that the participants receive what they expect from the class. Items that should be included in an inservice session are:

- emergency procedures (including medical, fire, tornado, and snow emergencies)
- building policies
- disciplinary policies (necessary for some classes)
- equipment availability and policies (overheads, photo-copying, film projectors, etc.)
- introduction to building staff
- instructional methods (for new inexperienced teachers)
- policies and teaching practices to use with special populations
- teaching adults (or whatever population(s) the instructor is teaching)
- the Community Education Department's responsibilities to instructors
- the instructor's responsibilities to the Community Education program
- the evaluation process

A very important by-product of an inservice training session is the opportunity it gives for the instructional

staff to interact with one another and to exchange information. Very often experienced instructors can provide needed advice to new teachers. An inservice training session should be conducted at least once a year, preferably in the fall. Large programs may wish to hold inservice training quarterly. A recognition session in the spring is an excellent option to be considered.

For a more complete discussion of providing inservice and offering recognition to instructors, consult the Target Topic, Guiding the Program Staff: A Guidebook for Working with Community Program Personnel, Sherrill Sparks, 1982.

Publicity

The door to successful programs is the knowledge that community members have about Community Education; the key to this door is diversity in advertising and publicizing programs. The more methods used, and the more effectively they are used, the greater the number of people who will hear about the programs. The more people who hear the message, the greater number of people who will attend. The elements of good, on-going, publicity are:

- a Community Education brochure
- the Community Education advisory council
- posters and flyers
- newspapers
- radio and television
- word-of-mouth

The Community Education Brochure

The Community Education brochure is the most common and useful approach to advertising Community Education programs. A well-organized, eye-catching brochure invites the reader to explore its pages. The brochure says, "This is Community Education. Welcome." Below are some suggestions for making brochures appealing to community

residents.

1. Organize by general categories or by day of week.
2. Use a heading that invites the reader to investigate further.
3. Use the format: who, what, when, where, why, how and how much in the description.
4. Employ some order within each category. Chronological, alphabetical, or by length of course are some suggestions.
5. Make use of art work for emphasis.
6. Use the word "NEW" (in bold capital letters) in front of first time offerings.
7. Share space in your brochure, if there is room, with other community agencies, organizations or programs.

The brochure should be the finest that a particular program can afford. Realize that the brochure may be the only contact that a school has with community members who do not have school aged children. Because of this limited contact, it is essential to make the brochure as effective as possible.

For further information on brochure construction consult the Target Topic, Carrying the Message: a Guidebook for Community Education Public Relations, by Martha L. Stanley.

The Community Education Advisory Council

The Community Education advisory council can provide valuable assistance in publicizing the program. As representatives of the community, a council can be especially helpful in word-of-mouth promotion of Community Education and its programs. The advisory council member is in an excellent position to promote Community Education on the neighborhood level.

In addition to word-of-mouth advertising, advisory council members may have expertise in publicizing and promoting and/or they may want to provide assistance in developing promotional materials.

Posters and Flyers

Posters and flyers can have a great impact if used sparingly. They must "grab and hold" the attention of the audience for whom they are intended. This is especially crucial since they must use a limited number of words in a small amount of space. Flyers may be distributed directly to:

- churches for inclusion in the weekly bulletin
- local companies for distribution with their in-house newsletter
- area professionals to distribute to clients (e.g., doctors regarding childbirth education classes, lawyers regarding a family mediation seminar, realtors regarding home investment courses, etc.)
- students either for information about courses for them, or to take home to their parents to inform them of special courses regarding parenting programs or family programs.
- participants already enrolled in Community Education classes (e.g. winter quarter participants might be given promotional flyers listing proposed spring quarter classes).
- places where people are likely to wait such as banks, doctor and dentist offices, stores, and so on.

For special events such as movies of community interest or a concert or a lecture by someone well-known, post attention-grabbing posters in:

- area businesses
- shopping centers
- libraries
- bars
- city hall(s)
- restaurants
- liquor stores
- recreation centers (e.g., ice arenas, roller skating, racquetball or tennis clubs, etc.)
- banks
- churches

- all schools in the district (public, private, parochial)
- grocery stores

Newspapers

The best source of information about schools for people with no children in school is the newspaper. Establish a personal relationship with each education writer/editor of each newspaper that serves your district. Get to know the writers well. This along with constant reading of the newspapers will allow you to know what types of information each paper desires. Interests vary from writer to writer and from paper to paper. Keep a media contact file that includes:

- name of newspaper
- name of contact person
- address of newspaper
- home address of contact person (if appropriate-- sometimes freelance writers use their home address)
- phone number(s) of the newspaper
- home phone number of contact person
- type of paper (daily, weekly, bi-weekly, monthly, other)
- deadline (day of week and hour-- i.e., Tuesday, 5:00 p.m.)
Many newspapers have strict deadlines and if material is not in, it will not be printed
- short statement of policy regarding press releases and feature articles ("Will provide Community Education column," "Open to leads and will follow up," "Will accept and edit written feature articles," "Uses press releases on space available basis," "Uses only very special press releases," etc.)

There are other types of print media that may be considered. A special mailing is effective and especially appropriate for larger districts. Newsletters that are distributed to district personnel and newsletters that are sent to district residents are also good vehicles for publicity.

Radio and Television

All radio stations have a certain number of public service announcements. The larger radio stations may accept

only very special event announcements. Some of the smaller radio stations, however, are always looking for announcements that are of special interest to people who live in their community and who listen daily to their station. Perhaps the station has a talk show that features prominent local citizens or spotlights local businesses. This might be an avenue for advertising your program (especially if it is a new one), for explaining the philosophy of Community Education, to introduce some of the instructors who would be willing to discuss their program or to remind residents that class registration is now open. Perhaps this could be an open line or forum for introducing special Community Education programs or for answering questions phoned in by listeners. It is possible that listeners would have program suggestions or would be potential course instructors.

Cable television is reaching more homes each year. Each cable system must provide channels for local programming. These channels offer Community Education Departments an opportunity to feature specific programs on the air or to provide information about Community Education.

Word Of Mouth

Without a doubt, word-of-mouth is still the best method of advertising. Word-of-mouth advertising is personal testimonials from one friend to another, from the trusted associate, from a confidant. Information passed from participant to potential participant, from neighbor to neighbor can make or break a Community Education program.

The effects of a good Community Education experience are cumulative. A good experience in one class may motivate a person to take another. That same person may communicate with others about the experience, and they may be motivated to take a class. By the same token, an unresolved bad experience may be communicated just as much.

For further information on publicizing Community Education Programs consult, Carrying the Message: A Guidebook for Community Education Public Relations by Martha L. Stanley.

COMMUNITY EDUCATION PROGRAM IDEAS

A Community Education program has been defined here as a plan for meeting the needs of community members. To this point much of this guidebook has been devoted to discussion of how these plans can be implemented and developed. This section will suggest programs that could be valuable inclusions in a Community Education Department.

Three types of programming efforts should be of special concern to the community educator and will be featured here.

1. Programming that is targeted toward certain populations in the community who may have special programming needs. (for example, senior citizens, the handicapped, singles, unemployed, gifted or high potential students).
2. Programming that is designed to meet the special needs of community members (literacy, chemical dependency, health and wellness, early childhood or family education).
3. Programming that meets the needs of the community in general (seminars, tours, recreation and leisure activities).

The question of how critical a need each of these programming areas is and how best such a need can be met is different for each community.

Special Populations

There are some groups of community members that have special needs or are underserved in the community. Below are some groups who may fit this category in your community and some programs to meet their needs.

Senior Citizens

This group of community members is large and growing larger. It has been estimated that by the year 2000 there will be sixty million persons in the United States over the age of 65 or twice the current population in that age bracket. Many senior citizens will have the time and inclination to pursue their interests. Below is a list of programs that can meet some of the interests and needs of senior citizens.

- legal assistance - wills, trusts, general assistance
- income tax assistance
- home delivered meals
- gardening--perhaps there is community space available for seniors
- "project GO" - Grandparents Organized is a project where senior citizens are paired with elementary aged children to relate experiences and share activities and/or other intergenerational programs
- gym/swim exercise programs
- health care (including dentistry)
- regular classes at reduced fees
- senior citizen centers

In addition, senior citizens may have many skills they are able to share with other community members. They can be a valuable volunteer resource.

Handicapped

This group includes the physically and developmentally disabled, the blind, the hearing impaired and the mentally ill. There are two special problems to attend to when programming for these special populations.

1. Find the appropriate method of communicating with the population. Conventional methods such as a mass audience brochure may not be effective. Make contact with organizations that serve individuals with a particular handicap; they may be able to give valuable insight and advice. Offer special programs and adapt regular programs for the convenience of the handicapped.
2. Provide the appropriate facility when offering a program. Make sure the building is barrier free. Ask yourself the following questions: Does it have doors at street level or ramps? Are the entrances wide enough? Are restroom facilities wide enough for

a wheelchair? Are water fountains and public telephones positioned low enough? Are there Braille markings at appropriate places? If programs are located on other floors, are there ramps or elevators? Are there handicapped parking spaces? Is the building convenient to public transportation?

Below are some programs and services for the handicapped:

- money management, apartment living, cooking, reading, and other basic skills
- community recreation programs (e.g., swimming, beep baseball, wheelchair basketball)
- providing interpreters for classes and courses
- providing jigs and fixtures for wood working and other avocational programs

Singles

Some communities may find a significant population of single people who have unmet needs. Single people include those who have never been married, those who are widowed, or those who are divorced. Community Education programmers can provide activities whereby single people can meet others with similar interests. Tours, parties, athletic or recreation activities, special interest classes (cooking for one, single parenthood, wills) and other activities can be planned especially for single people.

Unemployed

Several programs could be of benefit for this group. Support groups, self-presentation skills, resume writing, courses on changing careers are some examples. Programs for the unemployed can be ongoing (and presented both in the daytime and evening) since this population has few permanent members. Some Community Education Departments sponsor career guidance centers that offer occupational and vocational information and counseling services for students and adults.

Gifted/High Potential Students

This group often needs challenging programming that is offered in addition to the regular school day. Suggestions for programs that would benefit this group include: an in-depth investigation of any K-12 area of interest to the student, a course on creative thinking, avocational courses and any activity of interest that could use school facilities and equipment during non-school hours.

The K-12 teacher can be very helpful in the development of Community Education programs for gifted students. Not only can they identify students to take part in these programs, they also will have ideas for stimulating classes and activities.

Special Programs

Every community has problems that, while not necessarily unique to the community, are best solved by the unified action of community members. Community Education can facilitate the solution of problems on a local basis. The implementation of special programs is one way to accomplish this.

Some special programs are ongoing because they meet a continuing need. Other special programs can be developed to solve a specific and immediate community problem or need. Examples of special programs are:

- Adult Basic Education (ABE) is a course of study for adults over age 16 who wish to improve their basic academic skills.
- General Education Development (GED) is a course of study for adults who wish to gain a high school equivalence certificate.
- Early Childhood/Family Education programs are designed for children under 5 years of age and their parents. Their purpose is to provide child rearing skills for parents and to offer enriching learning experiences for youngsters.
- Literacy programs including English as a Second Language, reading improvement, and basic writing skills.

- Health and wellness programs are programs which stress preventative health care. They offer information on improving one's life style and include classes on physical fitness.
- Pre-retirement programs provide methods for making the transition to retirement. They encourage the development of meaningful interests and hobbies.

General Interest Programs

Community Education programmers devote much time and effort to providing general educational, recreational, social and cultural activities for the community. These programs will usually have the widest exposure in the community and will attract the most community residents. Often successful general interest programs will show a profit which will enable you to run special programs that may not otherwise be financially feasible. Some suggestions for categories of general interest programs are:

- | | |
|---|--|
| - hobbies, arts & crafts | - kitchen crafts |
| - fitness | - sports |
| - dance | - investments and finance |
| - gardening | - music |
| - needlecraft | - office skills |
| - personal enrichment | - self improvement |
| - aquatics | - language |
| - youth activities | - family activities |
| - preschool/parenting | - tours |
| - health | - congregate dining |
| - community theatre, band, orchestra or choir | - academic classes (perhaps in cooperation with a college or university) |

Programming is a continuous process. You may find yourself, at one time, winding up the work for the previous sessions, fine tuning current sessions and meeting a deadline for the submission of programs for the next session. Programming, it seems, is always facing a deadline and often the question is, "Where do I find the time?" Community educators do meet deadlines; they do seem to find the time; they learn the short cuts; and they build quality programs. You will soon find that you have no time for anything less than providing programming responsive to the needs of all community residents.

EVALUATING

The process of evaluating should be systematic and ongoing. Some of the evaluations that should be conducted include: class evaluations, instructor evaluations, program evaluations by Community Education staff, activity assessments for tours and special events, and occasional total program evaluations by independent outside evaluators.

Without a system of evaluation, Community Education Departments would not have a measure of the effectiveness of their programs. Evaluations result in improved programs. Evaluations should be viewed as assets. Don't take complaints personally. A single criticism should not have much impact on your programs whereas collective information can be very beneficial. The old saying, "You can't please all of the people all of the time" is as true for Community Education programs as for any other people serving functions.

Evaluations can take the form of rating scales, questions eliciting responses about the strengths and weaknesses of programs, open ended questions, and multiple choices. Whatever format is used, the effective evaluation should satisfy certain requirements. As an evaluation is constructed the following questions should be asked:

- Who needs the information?
- When do you need the information?
- How will the information be used?
- What information is needed?
- Who will gather the information?
- What will be the cost of gathering the information?
- What resources are there for conducting an evaluation?
- How are the results to be reported?

An evaluation that adequately answers these questions will enable Community Education programs to improve. For further information on evaluation, consult the Target Topic, Evaluating Community Education by Patricia Haff, Community Education Center, College of St. Thomas.

MAKING IT HAPPEN

The real strength of Community Education is the process that is followed in making a Community Education program happen. If the process is used effectively, Community Education programs will be responsive to the needs of the community and will have a great impact on the community.

The effectiveness of Community Education programs cannot be measured by counting the number of people attending those programs offered. Yet the "numbers game" is often the criterion for measuring the effectiveness of Community Education. This method says nothing about the person who through Community Education is able to make an informed decision about a career change or about the mentally retarded adult who becomes a community member rather than a community resident. Numbers say nothing about the parent who doesn't abuse his/her child as the result of a Community Education class or about the senior citizen who becomes involved in life as the result of intergenerational programs.

Community Education programs are a tangible result of Community Education process. The number of community residents who participate in Community Education is the tangible result of its programs. The changes that a community member makes to improve his or her skills, relationships and interests are the intangibles of Community Education. Change--positive, effective, and permanent--is in the final analysis what community education is all about.

MAKE IT HAPPEN!

WHAT DO YOU KNOW NOW?

(The questions at the beginning of the guidebook are repeated below. Now that you have read and studied the materials, you may wish to go back over the questions again to check your knowledge and understanding of the main ideas contained in the guidebook.)

1. What is the relationship between the philosophy and process of Community Education and Community Education programs?
2. What are some good sources for programming ideas?
3. Why is developing a plan important in the goal setting process?
4. Why is balanced programming an important feature of the programming process?
5. Why is the advisory council a good source for providing balanced programming?
6. Why is it important to develop a scheme for determining if programs are balanced?
7. What are the determining factors in selecting program sites?
8. Why are written agreements important when using school or community facilities?
9. What is a community resource inventory?
10. Why is it important to have classes of varying lengths?
11. What factors should be considered in deciding what to offer?
12. What methods should be used to recruit instructors?
13. Why should you interview each potential instructor?
14. What topics should be included in an inservice training program?

15. What are the ways you can advertise your programs?
16. What should you consider when developing a brochure?
17. Why is the advisory council important in helping to publicize Community Education programs?
18. What factors determine the fee you charge for a Community Education program?
19. How can you facilitate cooperative programs?
20. What are some special populations whose programming needs should be met?
21. What kinds of evaluations should you conduct?

RESOURCES

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